

Health Science
Education



Master of Science in Health Science
Education

Student Handbook
2019-2020

Welcome to the Graduate Program in Health Science Education (HSED) program at McMaster University. We are pleased that you have selected our program to pursue your passion for education. The HSED program is designed primarily for active health professionals that wish to strengthen their abilities as educators in their area of expertise and to develop proficiency in various forms of scholarship. Although, it is also open to non-clinicians that aspire to be scholars in the field of health sciences education. In particular, the program provides students with opportunities to develop a comprehensive understanding of current professional practice in health science teaching and pedagogy as well as important research, innovation, and evaluation approaches in health science education. This handbook provides students with resources that will aid in successful completion of a Master's of Science degree in Health Sciences Education.

Please note that this handbook is a compliment to the School of Graduate Studies Calendar. Be sure to also refer to the 'Resources' section of the School of Graduate Studies (SGS) website (<https://graduate.mcmaster.ca/resources>) as well as the School of Graduate Studies Calendar for the most up-to-date information regarding sessional dates, deadlines, enrollment information, and more. All SGS student-initiated forms can be found at this link. We wish you all the best during your time in the program!

Dr. Lawrence Grierson
Assistant Dean
(905) 525-9140 ext. 22738
hshed@mcmaster.ca

Office of Academic Integrity
MUSC 211
(905) 525-9140 ext. 24303
acinteg@mcmaster.ca

Student Success Centre
Gilmour Hall 110
(905) 525-9140 ext. 24254
studentsuccess@mcmaster.ca

Marija Radomirovic
Graduate Officer
(905) 525-9140 ext. 26798
hshed@mcmaster.ca

McMaster REB
Gilmour Hall 305
(905) 525-9140 ext. 23142
ethicsoffice@mcmaster.ca

International Student Services
Gilmour Hall 110
(905) 525-9140 ext. 24254
iss@mcmaster.ca

School of Graduate Studies
Gilmour Hall 212
(905) 525-9140 ext. 23679
askgrad@mcmaster.ca

Hamilton Integrated REB
293 Wellington Street North,
Suite 102
(905) 521-2100 ext. 70014
erebhelpdesk@hhsc.ca

Student Accessibility Services
MUSC B107
(905) 525-9140 ext. 28652
sas@mcmaster.ca

Graduate Student Association
Refectory Rathskeller Building
(905) 525-9140 ext. 22043
macgsa@mcmaster.ca

PLEASE NOTE:

If there is any discrepancy between a department or program handbook and the School of Graduate Studies Calendar, then the School of Graduate Studies Calendar shall be considered the authority.

Approved by the Associate Dean of Graduate Studies, Health Science on July 31, 2019.

Table of Contents

Faculty	4
Program Requirements	8
Supervision	10
HSED Courses	12
<i>COURSE WORK</i>	12
<i>RESIDENCY PERIODS</i>	13
<i>CORE COURSES</i>	13
<i>ELECTIVE COURSES</i>	14
<i>Elective Courses Outside HSED</i>	16
Scholarly Paper	18
<i>WHAT IS THE SCHOLARLY PAPER?</i>	18
<i>SCHOLARLY PAPER PREPARATION GUIDING QUESTIONS</i>	18
<i>SCHOLARLY PAPER FORMAT</i>	18
<i>STEPS FOR COMPLETING THE SCHOLARLY PAPER REQUIREMENT</i>	19
<i>APPROVAL PROCESS TIMELINE</i>	20
<i>HSED SCHOLARLY PAPER APPROVAL PROCESS</i>	20
<i>SELECTION OF A SCHOLARLY PAPER TOPIC AND COMMITTEE</i>	21
<i>GUIDING ELEMENTS FOR REVIEW AND ASSESSMENT OF SCHOLARLY PAPERS</i>	21
<i>ASSESSMENT - Scholarly Papers will receive one of Four Assessments:</i>	22
Thesis	23
<i>THESIS PREPARATION GUIDING QUESTIONS</i>	23
<i>THE SUPERVISOR</i>	24
<i>THE COMMITTEE</i>	24
<i>THE EXTERNAL EXAMINER</i>	24
<i>TIMELINES FOR THESIS PROJECTS</i>	25
<i>THESIS PROPOSAL INSTRUCTIONS AND APPROVAL PROCESS</i>	26
<i>THESIS FORMAT</i>	27
<i>HOW TO SUBMIT A THESIS TO MACSPHERE:</i>	28
Financial Information	29
FAQs	30

Faculty

Please note that the following list indicates Faculty as either having Supervisory or Non-Supervisory status in the HSED Program.

A designation of Non-Supervisory status affords approved McMaster University Faculty members to participate as Scholarly Paper Supervisors, Scholarly Paper 2nd Readers, and members of Thesis Supervisory Committees. The designation of Supervisory status permits Faculty to engage in the same roles as those with Non-Supervisory status, but also affords the opportunity of serving the role of Thesis Supervisor.

Requests for Non-Supervisory and Supervisory status with the HSED program can be facilitated by the Graduate Program Officer. Please make inquiries about eligibility at hsed@mcmaster.ca

Dorothy Bakker	Family Medicine	Non-Supervisory	Physician Wellness; Rural Education
Susan Baptiste	Rehabilitation Science	Supervisory	Acculturation; Professional Development
Ilana Bayer	Pathology and	Supervisory	Learning Technologies
Keyna Bracken	Family Medicine	Non-Supervisory	Resilience; Wellness
Brian Cameron	Pediatric General Surgery	Non-Supervisory	Global Surgical Education
Kyla Caners	Medicine	Supervisory	Patient Safety and Quality Improvement;; Simulation - based Learning
Soo Chan Carusone	Health Evidence and Impact	Supervisory	Community-Based Participatory Research
Teresa Chan	Medicine	Supervisory	Communication; Online Learning
Ruth Chen	Nursing	Supervisory	Leadership and Management; Simulation-Based Learning

Catherine Connelly	Business	Supervisory	Human Resources and Management; Organizational Behaviour
Kelly Dore	Medicine	Supervisory	Assessment; Admissions
Sharon Dore	Nursing	Supervisory	Women's Health Education
James Durcharme	Medicine	Supervisory	International Emergency Medicine; Change Management
Paul Engels	Surgery	Supervisory	Education for Critical Care Medicine;
Lawrence Grierson	Family Medicine	Supervisory	Technical Skill Acquisition; Simulation-Based Education
Andrea Hunter	Pediatrics	Supervisory	Global Health Education
Joseph Kim	Psychology, Neuroscience & Behaviour	Supervisory	Science of Teaching and Learning
Larkin Lamarche	Family Medicine	Non-Supervisory	Body Image; Self-Presentation
Anne Malott	Midwifery	Supervisory	Midwifery Practice; Inter-professional Education
Denise Marshall	Family Medicine	Supervisory	Palliative Care
Leslie Martin	Medicine	Non-Supervisory	Evidence Based Medicine
Lynn Martin	Nursing	Supervisory	Scholarship of Teaching and Learning; Surgical Nursing
Randi McCabe	Psychiatry & Behavioural	Non-Supervisory	Clinical Psychology; Cognitive Behavioural Therapy;

	Neurosciences		
Patricia McNiven	Midwifery	Supervisory	Assessment and Measurement
Sandra Monteiro	Health Evidence & Impact	Supervisory	Education Psychology; Clinical Reasoning
Alan Neville	Oncology	Supervisory	Leadership;
Geoff Norman	Health Evidence and Impact	Supervisory	Educational Psychology
Lynda Redwood-Campbell	Family Medicine	Supervisory	Global Health Education, Humanitarian Response
Cathy Risdon	Family Medicine	Supervisory	Management in Organizational Change
Stacey Ritz	Pathology & Molecular Medicine	Supervisory	Lab-based Biomedical Research; Health Professional Education
Lisa Schwartz	Health Evidence and Impact	Non-Supervisory	Ethics and Health Policy
Jonathan Sherbino	Medicine	Supervisory	Clinical Reasoning; Medical Education
Matthew Sibbald	Cardiology	Supervisory	Simulation-based Education; Cognitive Load Theory
Christina Sinding	Social Work	Non-Supervisory	Social Marginalization and Cancer; Health Care Models
Patty Solomon	Rehabilitation Science	Supervisory	Educational Innovation
Ranil Sonnadara	Surgery	Supervisory	Competency-Based Education; Skill Acquisition

Karl Stobbe	Family Medicine	Non-Supervisory	Issues of Education for Rural Practice;
Paul Stratford	Rehabilitation Science	Supervisory	Statistics; Outcome Measurement
Bruce Wainman	Pathology & Molecular Medicine	Supervisory	Neural Mechanisms of Learning
Allyn Walsh	Family Medicine	Supervisory	Medical Education
Robert Whyte	Anesthesia	Supervisory	Undergraduate Medical Education; Equity, Diversity, Inclusivity
Constance (Connie) Williams	Pediatrics	Supervisory	Neonatology
Anne Wong	Anesthesia	Supervisory	Global Medical Education; Academic Leadership

Program Requirements

The HSED program is a primarily asynchronous, online learning program that is mediated via an online learning management system (Avenue to Learn (A2L)). All students are required to complete two annual on-campus, in-person Residency Weeks. The two Residency Weeks are held concurrently every year in June. The first is HS EDUC 700 (Residency Week I), which students are required to complete in the June **before** beginning any of their course work. This week is designed to orient the student to the University, program, faculty, peers, A2L, and the associated expectations and technical considerations. Typically, students complete the second Residency Week, HS EDUC 707 (Residency Week II), **after** finishing all of their course work, in the June prior to completing either their thesis or scholarly paper. This week is designed to prepare students to complete their major independent scholarly work (ie. thesis or scholarly paper) including facilitated workshops on literature searching and review, academic writing, and (for course-based students) negotiating a Supervisory relationship. The residencies (HS EDUC 700 & HS EDUC 707) and the core courses provide foundational theoretical frameworks and practical knowledge for all students in both the thesis and course-based streams.

** Full attendance at both Residency Weeks is absolutely **mandatory**. There are only a few reasons that accommodations will be considered for Residency Week. Notably, the HSED Program will not endorse absences from either Residency Week in order to accommodate clinical duty. All Residency Week accommodations will be accompanied by a formal discussion and decision about the completion of relevant make-up activities.*

**International students accepted to the program are not required to apply for and obtain a student visa, except in the case of thesis students that will be conducting their studies at a McMaster University campus.*

Requirements

Course-Based Stream	Thesis-Based Stream
HS EDUC 700: Residency Week 1 HS EDUC 707: Residency Week 2	HS EDUC 700: Residency Week 1 HS EDUC 707: Residency Week 2
HS EDUC 701: Learning & Curriculum HS EDUC 703: Assessment	HS EDUC 701: Learning and Curriculum HS EDUC 703: Assessment
HS EDUC 708: Scholarly Paper (6 units)	HS EDUC 709: Thesis (12 units)
3 Elective Courses (3 units/ea.)	1 Elective Courses (3 unit)

All graduate students at McMaster University are required to successfully complete **SGS 101** (Academic Research, Integrity, and Ethics) and **SGS 201** (Accessibility for Ontarians with Disabilities Act [AODA]) during their **first year of study**.

Applicants to the Graduate Program in Health Sciences Education have the option to select either full-time (within 2 years) or part-time (over 3-5 years) completion options and have the opportunity to select the thesis-based and course-based streams. Students entering the program directly following the completion of a health or non-health professional undergraduate degree, or from a non-health professional background will also be considered. However, these applicants, if successful in obtaining offers, will be required to complete their studies through the thesis-based stream.

The **course-based stream** is designed to provide learners with a broad base of Master's level training to enhance their skills in academic health professional education. This stream requires students to complete 5 courses (2 core + 3 electives) and the Scholarly Paper.

The **thesis-based stream** is designed to accommodate learners interested in developing a nuanced understanding of a particular area of academic health professional education and skills in the conduct of education research. This stream requires students to complete 3 courses (2 core + 1 elective; typically, a Methods course) and to successfully defend a comprehensive thesis that involves the completion of a study that includes the collection and analysis of novel data and that has potential to inform the relevant literature.

**All students will be first admitted into the course-based stream. Students that wish to complete the thesis stream of the program can transfer into this stream upon making a verified declaration of committed supervisor support before September of their first year of study. Potential supervisors must be McMaster University faculty with Supervisory status in the HSED Program.*

**The thesis-stream is reserved for students that will be conducting their studies in the local McMaster University community. That is, they will be physically present to conduct research, meet with the members of their Supervisory committee, and attend HSED scholarship events at one of the McMaster University campuses.*

**It is the Program's position that the Thesis-stream is best suited for students studying via the full-time option. However, exceptions will be made for students that are currently working as full-time health professionals on a case-by-case basis. It is noteworthy that it is an SGS policy that full time employees (i.e., more than 10hrs of week) cannot also be full time students.*

Full-time students are expected to finish the program in two years (please review the Graduate Calendar for more details). Part-time students are allowed to take a maximum of 9 units each academic year (excluding those associated with HS EDUC 700 and HS EDUC 707), such that they complete their studies in 3 to 5 years.

Supervision

The faculty supervisor is the initial contact person and acts as the student's primary representative to the rest of the HSED faculty in all aspects of the student's goals in taking the HSED Program. The faculty supervisor should be aware of the student's interests, goals, and progress and should offer ongoing advice to facilitate student success.

The objectives of the supervisor-student relationship include the following:

- The supervisor will help welcome the student, from the beginning of a student's enrollment in the HSED Program.
- The supervisor and the student will meet regularly to discuss progress through the program and evaluations that have been received.
- The student will keep the supervisor informed about course work and project activities and research courses. It is the student's responsibility to keep their supervisor informed about their direction and progress in the program.
- The supervisor can assist the student in the selection of appropriate courses to optimize their education in the elective parts of the program
- The supervisor will assist the student in determining appropriate mentors for their thesis or Scholarly Paper. In the case of thesis students, this means that the supervisor will help assemble an appropriate Thesis Supervisory Committee for the student. For Course-based students, the supervisor will assume one of the reader roles for the scholarly paper and will help determine an appropriate second reader.

It is encouraged that students avail themselves of a variety of opportunities during their HSED Program. The supervisor should assist the students in contacting other faculty members who might act as resources for HSED activities, such as course projects. The initiative should usually come from the student in specifying the type of resources required; yet input from the supervisor is helpful in identifying faculty members with the most appropriate skills and interests.

All McMaster Faculty who are involved with the Graduate Program in Health Science Education (students, supervisors, committee members, advisors, Scholarly Paper readers, etc.) must complete the appropriate paperwork to receive graduate status in the Health Science Education Program. This process is required regardless of their status in other McMaster programs. If in doubt, please consult the Graduate Officer at hshed@mcmaster.ca.

A change of supervisor may be negotiated with the involvement of the program office. If there are problems with a supervisor or thesis-supervisor-student compatibility, the program office must be consulted in order to remedy the problem and determine if the student should select a new supervisor or thesis-supervisor. A change in the student's thesis-supervisor requires the approval of the Dean of Graduate Studies. Please contact the program office (hshed@mcmaster.ca) with any concerns.

Annually, (typically in April), the Program asks all students to complete a mandatory report on their progress and submit it to the program office.

Course-based Students are not required to have identified a Supervisor for their Scholarly Paper until they begin the milestones prior to Scholarly Paper proposal submission (see page 21), typically the academic year in which they intend to initiate their Scholarly Paper. Until this time, the Program and Curriculum Committee act as the Supervisor for all Course-based Students.

Thesis Students are required to have a commitment from a thesis-supervisor at the initiation of the Program. Meetings with the supervisor will occur more frequently than full committee meetings. The program suggests thesis committee meetings at the following stages as **a minimum**:

- Question Refinement (prior to proposal submission). Proposal sign off may occur at this meeting.
- Method Development / Progress (Data update if appropriate)
- Data Analysis/Results Review
- Final Review - prior to defense (after all committee members have read a thesis draft – edits can be provided at this meeting prior to the defense copy being circulated).
- Thesis defense (to occur at least one month before the end of intended term of completion, so as to allow time for potential revisions to the written document.

Additional meetings are recommended. Meetings should be identified as early as possible to accommodate schedules. **The program requires copies of all signed and completed Thesis Committee Report forms following each meeting.**

HSED Courses

COURSE WORK

Courses are offered primarily through the Avenue to Learn (A2L) electronic learning platform. During the term, A2L will be the central location for you to participate in online discussions, submit your assignments, and find course content, learning objectives, assigned readings, course-related dates, schedules, and announcements. You will notice some similarities and some differences between instructors as they lay out their course on A2L. A User Guide is posted on A2L for your reference.

2019-2020 Course Schedule

Term	Courses Offered
Fall 2019	HS EDUC 701: Learning and Curriculum HS EDUC 702: Education Research Methods HS EDUC 705: Education Technology
Winter 2020	HS EDUC 703: Assessment HS EDUC 704: Simulation-Based Education HS EDUC 706: Leadership & Management HS EDUC 710: Program Evaluation
Summer 2020	HS EDUC 747: Qualitative Analysis
Determined by Instructor	HS EDUC 777: Special Topics

Please consult the School of Graduate Studies for further information regarding course add/drop dates, sessional dates for each term, and other important information (please click on the link here: <http://academiccalendars.romcmaster.ca/index.php>.)

RESIDENCY PERIODS

HS EDUC 700: Residency Week I

This week long course offers an overview of the program, including the overarching goals, learning outcomes, instructional methods, content, resources, and assessment methods. This required course is designed for graduate students from a wide range of health science disciplines and is offered in an intensive on-campus format during a four-day residency period, which is combined with our Annual Geoff Norman Day in Education Research. Students are required to attend all days, including evening events.

HS EDUC 707: Residency Week II

This week long course explores advanced aspects of scholarship, research, and academic writing, and is designed to prepare students for the writing associated with their major scholarly paper or thesis assignments. Students will present works in progress and provide feedback to their peers. This course is offered in an intensive in person, on-campus format in June over 3 days combined with the Geoff Norman Day in Education Research. Students are required to attend all days, including evening events.

CORE COURSES

HS EDUC 701: Learning & Curriculum

This course explores the science of memory, thinking, and learning, and its application to teaching and curriculum design in health science education. Students apply epistemological and theoretical frameworks from cognitive and educational psychology, and teaching strategies and methods such as problem-based learning, concept-based learning, and simulation-based learning to their own professional teaching practice area. This course is offered online.

HS EDUC 703: Assessment in Health Professions Education

In this course, students will explore concepts and theories underlying assessment and evaluation in health sciences education. Key topics include the fundamentals of assessment, reliability, and validity, and the applications of these topics to assessment and evaluation instruments appropriate for health sciences academic and clinical settings. Students will explore various types of assessment, including knowledge-based (e.g., multiple choice), performance-based (e.g., the Objective Clinical Structured Examination), rater-based, and portfolio and reflection-based formats. Students will also learn the skills needed to critically appraise assessment measures, and develop a basic understanding of program evaluation methods. This course is offered online.

ELECTIVE COURSES

HS EDUC 702: Educational Research Methods

In this course students are introduced to a range of research methods used to investigate learning and education in the health sciences. The course will introduce the major traditions including psychometrics, experimentation, quantitative, and qualitative methods. General research issues such as ethical research, sampling, and data collection will also be covered. Students will be asked to integrate the course material as well as their preferred or chosen tradition into existing research projects or research questions. This course is offered online.

HS EDUC 704: Fundamentals of Skill Acquisition: Implications for Simulation-Based Education

This course explores the basic theories of motor, procedural, and team-based learning and their application to simulation-based learning and assessment. Students will apply these frameworks in a way that promotes an evidence-based approach to the many questions that surround clinical skill learning including: appropriate assessment, the role of the instructor in self-directed andragogy, and choosing the right simulator, among others; and the implications for simulation-based teaching. This course is offered online.

HS EDUC 705: Educational Technologies in Higher Education

In this course, students explore andragogical approaches and considerations for using educational technologies in higher education learning environments. Students will also explore course design and development as well as select topics relating to the use of educational technologies for teaching and learning (e.g. evaluating learners, facilitation). Students will learn to critically appraise the use of technology in an educational context. Students will also have hands-on experience with technologies used in higher education. This course is designed for graduate students from a wide range of health science disciplines and is offered as an online course.

HS EDUC 706: Management and Leadership in Health Professions Education

In this course, an inter-professional team facilitates discussions as students relate the theoretical and conceptual fundamentals of educational leadership in academic health sciences and community practice contexts to their own current or desired practice environments. Leadership, planning, mentorship, communication and safety, motivation, and the change process are highlighted through online asynchronous learning, discussions, and student assessment. Synchronous course orientation will provide an opportunity for students to immerse themselves.

HS EDUC 710: Program Evaluation

This course will introduce students to the major concepts and methods involved in program evaluation and will examine different approaches to evaluation of programs. A framework for thinking about evaluation theory will be developed that allows students to explore how different theorists attempt to tackle fundamental problems in the field. A wide range of quantitative and qualitative design options will be discussed. The course will provide students with knowledge of

the current controversies and major challenges facing this field.

HS EDUC 747: Conceptual and Qualitative Research Methods

This course covers principles and methods for qualitative and conceptual analyses relevant to the fields of health policy and health professional education (HPE). Qualitative methods include descriptive or interpretive empirical investigation of social and personal phenomena such as events, experiences, meanings, culture, social dynamics, etc. Conceptual methods explore, analyze and develop concepts and ideas, including understanding their genesis and meanings, tracing their uses and effects in policy, and cultivating their further development in policy discourse. Conceptual work is inherent to most empirical qualitative methods, but is also used in non-empirical scholarly research in health policy and HPE.

HS EDUC 777: Special Topics in Health Professions Education

This elective course requires interested students to develop and complete a framework for study that fosters exploration of a special topic of relevance to Health Professions Education in collaboration with a mutually-interested HSED faculty member. The framework must describe the intended learning outcomes, teaching and learning activities, and assessments as well as the alignment between these components, and be presented to the HSED Program for approval prior to the course being offered. It is anticipated that these frameworks will typically include the development of a comprehensive reading list, literature review activities, a schedule of facilitated discussions, and the completion of a major term paper and/or series of smaller assignments. However, the specific objectives, activities, and assessments will vary depending on student interest, faculty guidance, and the nature of the agreed upon topic.

Elective Courses Outside HSED

HSED students are permitted to take elective courses outside of the HSED program. Students must seek approval from the Director of the HSED program and the instructor of the desired course if they wish to take such an elective course. It is important to note that all Programs reserve class spaces for their own students first. This means that there are rarely guarantees that an HSED student will be admitted into another program's course until space in the class has been confirmed.

This is a list of courses in other Programs that have been pre-approved by the HSED program:

HRM 702: Introduction to Biostatistics

Basic statistical concepts and techniques as they apply to analysis and presentation of data in biostatistical and epidemiology practice. The course covers: graphical presentation of data, elementary probability, descriptive statistics, probability distributions, and introduces hypothesis testing using parametric and non-parametric methods. Specific techniques covered include z-tests, t-tests, ANOVA, contingency tables, regression, and correlation.

This course is not offered online.

HRM 727: Theory and Practice of Measurement

Principles of subjective assessment in topic areas ranging from educational evaluation to patient-based measurement of health attitudes or health status. Discussion includes: principles and methods of constructing rating scales and approaches to assessing the measurement properties of such scales. Special emphasis on assessment of reliability and validity, various forms of reliability (test-re-test, inter-observer, split-halves), distinction between reliability and agreement, and indirect methods to assess validity of an instrument in the absence of a "gold standard." Advanced topics in generalizability theory will be introduced. Format is that of lecture, plus small group discussion.

This course is not offered online.

HRM 751: Observational and Analytic Research Methods

The course is designed to introduce students to the basic concepts and methods used in observational (non-experimental) studies to conduct needs assessments (e.g., prevalence of disease or order), to understand the determinants of health (e.g., association between independent/exposure variables and dependent/outcome variables in analytic research) and to emphasize concepts that are essential to the conduct of epidemiological studies including internal and external validity, random variability, bias, effect modification, causality, and generalizability. The topics will focus on three broad areas: i) the formulation of research questions and use of theory to explicate the relationships among key variables; ii) study design options, sampling, measurement and analysis; and iii) the control of error.

This course is not offered online.

HRM 762: Approaches to the Evaluation of Health Services

This course will introduce students to the major concepts and methods involved in program evaluation and examine different methodologists' approaches to evaluation. A framework for

thinking about evaluation theory will be developed that allows students to explore how different theorists attempt to tackle fundamental problems in the field. A wide range of quantitative and qualitative design options will be discussed. The course will provide students with knowledge of the current controversies and major challenges facing this field.

This course is not offered online.

NURS 745: Qualitative Research Methods

This course introduces learners to theoretical traditions and corresponding methods of qualitative research using health and health care research as examples. Specific topics covered include: theoretical paradigms of qualitative research, types of research questions best answered by qualitative methods, sampling objectives and procedures, methods of data collection, methods of analysis and interpretation, and ethical issues and responsibilities of qualitative researchers. Criteria for evaluating qualitative research will be discussed and applied to specific research studies. Learners will gain “hands on” experience using qualitative methods through in-class and take-home exercises.

This course is not offered online.

NURS 770: Mixed Methods Research Designs for Health Services and Policy Research

This course introduces students to the major concepts and issues involved in mixed methods approaches to tackle important questions in the field of health services and policy. LearnLink is used as the mode of instruction. A framework for thinking about mixed methods will be developed that provides guidance to decision-making about when and how to use mixed methods and models to study health services and policy problems. The course will provide students with knowledge of the current controversies and major challenges in the use of mixed methods and models of research. Students are expected to design a mixed method study as part of the course and critically evaluate the design options chosen by a classmate.

This course is not offered online.

REHAB 722: Introduction of Qualitative Research

This course is offered online.

REHAB 774: Quantitative Research Methods

This course provides learners with an introduction to quantitative research methods commonly used in rehabilitation practice. It is intended to prepare learners to understand the foundations of clinical research, engage in critical evaluation of research, explore opportunities for research in their clinical practice, and enhance their skills as research collaborators. The course emphasizes the development of knowledge related to the formulation of research questions; design types, variable types and scales; reporting guidelines; specific observational designs (e.g. cohort, case series, case control and cross-sectional) as well as randomized controlled trials, systematic reviews and meta-analyses, along with their corresponding methods and major research design issues (sampling, measurement, hypothesis testing and making inferences).

This course is offered online.

Scholarly Paper

WHAT IS THE SCHOLARLY PAPER?

The Scholarly Paper is the final degree requirement for the course-based HSED program. The paper should reflect the student's ability to integrate ideas that reflect their analysis and use of knowledge in areas of health science teaching and learning, research, leadership, and education in a scholarly way as well as the ability to apply and discuss these concepts in a concise, critical, and coherent manner. The paper will demonstrate integrative thinking and focus on a topic selected by the student in consultation with their scholarly paper Supervisor and one other faculty member, who will also read and grade the paper. The scholarly paper topic will be submitted to the HSED Graduate Officer prior to commencement. Students will develop a proposal individualized to their area of interest in accordance with the Graduate Program in Health Science Education's Guidelines for Scholarly Papers. The paper need not involve the collection or analysis of primary data or the conduct of primary research.

SCHOLARLY PAPER PREPARATION GUIDING QUESTIONS

The following questions are to assist you guiding your thinking when identifying your scholarly paper topic.

1. Describe your area of interest.
2. In what domain of Health Professions Education does it fall (ie. curriculum development, learning, skill acquisition, assessment, etc.)?
3. What are your literature foundations? What is the historical perspective?
4. What are the relevant concepts from your coursework to date that apply to your paper?
5. Describe the critical discussion you intend to present in this paper?

SCHOLARLY PAPER FORMAT

The paper must be 15 to 20 pages, excluding references and appendices, double-spaced using 12-point type and one inch margins.

The scholarly paper can take many different forms. For example, you might:

- Review a small area of research (e.g., the integration of 360° feedback assessment into a clinical practice environment), write a critique of the methods used, and suggest what needs to be done to develop better information in this area.
- Compare and contrast the methods involved in several papers that have disparate findings about a topic of interest. Discuss the differences and similarities in methods and their impact on the findings. Briefly describe the research that would need to be done to resolve the current controversy.

- Write a research proposal that could be used as the framework for a future study or application for funding. Pick a grant competition, irrespective of any real deadlines or application cycle, and generate a document that meets those requirements. NB – Grant competitions require documents that are typically much shorter than the 15-20 page requirement for this assignment and don't necessarily request that applicants provide comprehensive literature reviews or make explicit a need for demonstrated integrative critical thinking and/or synthesis of relevant knowledge. Accordingly, students pursuing this approach should format their papers according to the assignment guidelines and include the completed grant proposal as a portion of a fuller paper.
- Discuss a current controversy in your field of interest, the origins and the views of leading proponents of each side of the controversy, drawing your own conclusions.

STEPS FOR COMPLETING THE SCHOLARLY PAPER REQUIREMENT

1. The HSED program has created a series of 5 milestone modules, which assist the students in achieving important milestones as they progress through the Scholarly Paper writing process. Completion of these milestones is compulsory as part of the scholarly paper writing process, and requires supervisor input at each stage. Each module is signed off by your supervisor, and you are responsible for sending a copy to hshed@mcmaster.ca. The modules are available via A2L, students are automatically enrolled in this course.

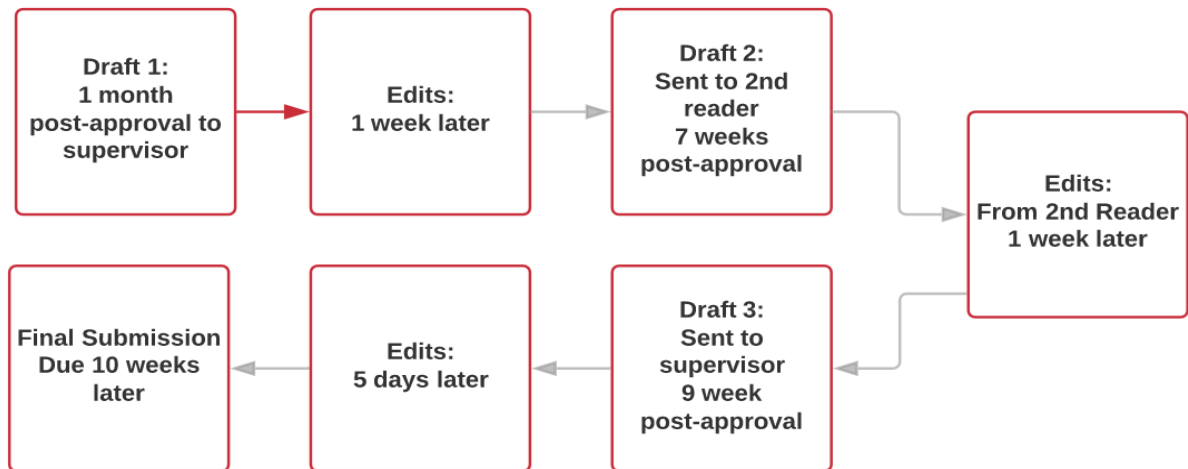
Milestones 1-4 will be completed in the semester prior to the formal writing of the scholarly paper. Milestone 4 will be the completion of the scholarly paper approval form to be submitted to the curriculum committee prior to the relevant term deadline (see page 27). Milestone 5 is the writing of the scholarly paper and requires students register in HSEDUCd 708 at the beginning of their final term. Students will be encouraged to share portions of and work on their scholarly paper during their second residency.

2. The first Scholarly Paper module encourages course-based students to engage a faculty member as their supervisor for their Scholarly Paper. When this module is completed, the HSED graduate officer (hshed@mcmaster.ca) should be notified that you are interested in initiating the approval process for your Scholarly Paper topic. You will then be directed to an electronic copy of the Scholarly Paper Topic Approval Form.
3. Milestones 2, 3, and 4 are designed to help students complete the Scholarly Paper Topic Approval Form, which should be submitted to the HSED Graduate Officer. Please refer to the Program Website (<http://hshed.mcmaster.ca/>) and Page 27 for important dates for submitting the form for Request for Topic Approval. An electronic copy of the Scholarly Paper Topic Approval Form will then be circulated to members of the HSED Curriculum Committee for review and approval.
4. You are notified of the due date of your paper. Once you are notified that the Curriculum

Committee approves your topic, you will have 8 weeks to complete your Scholarly Paper. Milestone 5 is the completion of the paper.

5. On or before the day that your scholarly paper is due, submit an electronic version via email to the HSED Graduate Officer (hshed@mcmaster.ca). Once the final scholarly paper is handed in, it will be sent electronically by the Graduate Officer to your Supervisor and 2nd Reader.
6. Often students are asked to address feedback from the two readers of their scholarly paper. Feedback will be provided to you in the form of a formal assessment, normally within two weeks of submitting the paper. If the paper is assessed as requiring revisions, you will have one-week to resubmit.
7. Complete the School of Graduate Studies paperwork. Once you complete the final scholarly paper requirement, the Clear to Graduate - Non Thesis Masters form must be completed to permit graduation. The student is responsible for obtaining the Supervisor's signature on the form. The completed form is submitted to the HSED Graduate Officer (hshed@mcmaster.ca).

APPROVAL PROCESS TIMELINE



**Dates flexible based on availability for editing by student, supervisor, and 2nd reader*

** The final scholarly paper may be written during the term that you are completing your last course, if you are only taking one course that term. Otherwise, the paper is usually written after you complete all your course work.*

HSED SCHOLARLY PAPER APPROVAL PROCESS

Milestones 1 through 4 must be completed before Scholarly Paper Approval Process is completed. All Scholarly Paper topics require approval from the HSED Program before the student can proceed with their independent work. The approval of Scholarly Paper topics ensures that the

student has appropriate supervision but also that the chosen topic and breadth of the proposed essay are befitting for Masters-level academic work. Notification of Approval will be delivered to the student via the Program Office. A Curriculum Committee meeting will be scheduled each term during the approval review period. Faculty members of the Committee will appraise requests at that meeting. If the Committee identifies major concerns, then the Notification of Approval will be delayed until the Program can take the matter up with the Student and Supervisor.

SELECTION OF A SCHOLARLY PAPER TOPIC AND COMMITTEE

A scholarly paper assessment is performed by the student's Supervisor and a 2nd Reader identified *a priori* by the student and Student. Course-based students are encouraged to seek a faculty member to be their Supervisor for their Scholarly Paper. Scholarly paper Supervisors will be assigned to students where necessary.

The policy of the HSED Program is that students should also choose a 2nd Reader that will be helpful to them in the preparation of their scholarly paper. This individual should be chosen in consultation with the supervisor, and should be capable of providing direction to the student about literature sources, and potential avenues of approach to the paper. The supervisor serves as the first assessor of the student's work. The student's nominated 2nd Reader will serve as the second assessor of the scholarly paper. The 2nd Reader will from time to time be an individual that may not be a member of the HSED program or the McMaster University Health Sciences Graduate Programs faculty. For example, a student may ask a leader in their professional practice to serve as their 2nd Reader. If this individual does not have a McMaster University faculty appointment, the Program will nominate a second assessor to ensure that there is a 2nd Reader from McMaster University faculty. The scholarly paper, like final papers for courses, is to be written solely by the student. Make sure that your references are made appropriately and that plagiarism is avoided. The supervisor and 2nd Reader should not be directly involved in the writing or editing process but may suggest key references and provide general direction and feedback.

GUIDING ELEMENTS FOR REVIEW AND ASSESSMENT OF SCHOLARLY PAPERS

Components of a successful Scholarly Paper include:

1. The Paper Identifies an Appropriate Topic or Problem: Students are expected to state clearly their topic area and to highlight the pertinent nuances and complexities within that topic.
2. The Coverage of the Topic: Students should strive for excellence in systematically searching for the appropriate and relevant literature sources. The student will submit a bibliography (15 item minimum that excludes any courseware papers) when the Request for Scholarly Paper Topic form is submitted.
3. The Synthesis of the State of Relevant Knowledge: Students are expected to perform in-depth analysis of the literature and to provide the relevant details that link the literature to the proposed scholarly topic. The literature review should justify the importance of the topic.
4. A Demonstration of Integrative Critical Thinking: Students should demonstrate clear critical

thinking as it considers perspectives on the issue, concern, debate, or contention and explores assumptions.

5. The Conclusion: Students should provide succinct and precise conclusions based on their review. The Student’s insights should be strongly supported in the report.
6. The Writing Mechanics: Students are expected to use appropriate spelling, grammar, prose, and citation formatting.

ASSESSMENT - Scholarly Papers will receive one of Four Assessments:

Pass with Distinction – The paper demonstrates the highest standard for each of the above criteria. This assessment is concomitant with an (A+) letter grade.

Pass with Minor Revisions Needed – The paper is strong but would benefit from some revisions as an academic piece of work. The Evaluators agree that the paper passes. This assessment is concomitant with a letter grade between (B-minus) and an (A). Revisions are not mandatory and must be submitted before the relevant term deadline for a revised mark to be considered.

Major Revisions Required – The paper does not achieve a passing grade, but the evaluators agree that the paper has merit and that the student should have an opportunity to make major revisions and resubmit a revised paper before the term deadline. The Evaluators and the Student should meet to discuss the revisions required to meet the standards for a passing grade before the student revises and resubmits the paper.

Unsatisfactory – The paper is considered far below academic standards and assigned an (F) letter grade.

Scholarly Paper Important Dates

Activity	Fall 2019	Winter 2020	Spring/Summer 2020
Submit Request for Approval	September 6th 2019	January 10th 2020	May 8th 2020
Students Notified of Approval	September 13th 2019	January 17th 2020	May 15th 2020
Papers are Due	November 15th 2019	March 27th 2020	July 24th 2020
Assessments are Delivered	November 29th 2019	April 10th 2020	August 7th 2020
Revisions are Due	December 6th 2019	April 17th 2020	August 14th 2020

Thesis

The final evaluation for thesis-based HSED students is the written and oral defense of a thesis before an examination committee. Both components, oral and written, have to be successfully completed. If a student fails either part of the thesis, the curriculum and thesis examination committees will decide if the student may retry the defense.

The student's thesis supervisor and Thesis Committee must approve the topic that they wish to research and sign off on the student's thesis proposal. The supervisor and student should work together to assemble a suitable thesis committee, consisting of the primary supervisor and two additional supervisory committee members. Any external committee members must be approved, as outlined in graduate calendar. The committee should be balanced in terms of background or expertise and include content experts from the Program. The supervisor assumes the responsibility for guiding and supervising the student's thesis work, as outlined in graduate calendar.

The policy of the HSED Program is that students should choose supervisors and two supervisory committee members who will be most helpful to them in the preparation of their thesis. The roles of the various members of the committee are described in detail below. While the supervisor takes on the main task of directing and monitoring progress, it is important that committee members have the opportunity to react early to major methodological decisions. This is achieved through a series of supervisory committee meetings wherein drafts of the key methodological chapters of the thesis are shared. An oral defense can only be contemplated when the committee agrees that the current version of the written thesis is acceptable for examination.

It is important that the Program receives a final copy of your written thesis in good time to facilitate its external review.

Please notify the Program Office of your Committee, External Reviewer, and time and date of your defence 10 weeks prior to the oral defence. Please note that it is required that thesis defenses are held on a McMaster University campus. The HSED Program has preferred defense rooms and will facilitate booking.

The Program policy is that the final thesis document is submitted to the program office no later than 6 weeks prior to defense, which provides sufficient time for the document to be reviewed and an external assessment to be forwarded. This also allows for a consideration period should any significant issues be identified within the written thesis.

THESIS PREPARATION GUIDING QUESTIONS

The following questions are to assist you guiding your thinking when identifying your thesis topic.

1. Describe your area of interest.
2. In what domain of Health Professions Education does it fall (i.e., curriculum development,

- learning, skill acquisition, assessment, etc.)?
3. What are your literature foundations? What is the historical perspective?
 4. What theory/theories will guide your research
 5. What if your research questions?
 6. Propose a research design.

THE SUPERVISOR

The Health Science Education Program expects supervisors to provide the student with direction and guidance including advice on data sources, potential avenues of approach, and instructions on the proper content and form of the thesis. The supervisor is expected to review the student's progress and serve as the first reader of the thesis. It is the responsibility of the supervisor to help the student work through methodological issues, including raising questions about the decisions the student must make for their project. Once the student completes their thesis, they must contact the program office to schedule their defense and the program will appoint a chair.

THE COMMITTEE

The non-supervisor members of the Thesis Committee must be selected from faculty with graduate faculty status in HSED. These faculty members should be chosen in consultation with the supervisor and are responsible for providing methodological advice and criticisms to the student during the preparation of the thesis.

THE EXTERNAL EXAMINER

In addition to the members of the thesis committee described above, an external examiner is required. The external examiner is a **McMaster Faculty member** who is external to the Student's thesis committee and will be appointed by the Program. The external reviewer is generally knowledgeable about some aspects of the context, or methodology of the thesis topic (e.g. acts as a content expert). The external examiner should be appointed at least two months before the thesis is to be defended and the final draft of the thesis must be in the hands of the external examiner and all other examiners at least one month before the defense. This person is to be contacted directly by the thesis supervisor after the individual is approved as an external examiner by the program. Please let the Graduate Officer and Assistant Dean of the HSED Program know who the proposed external examiner is at least 10 weeks before a planned defense, so the approval can be initiated in a timely manner.

TIMELINES FOR THESIS PROJECTS

Determining your topic should start straight away and in negotiation with your supervisor and committee.

The program expects that, on average, 9-to-12 months of full-time intensive research is required to complete the thesis, following the completion of courses, selection of a topic, and including the successful acquisition of data. While the efforts and endeavors of individual students will vary, and while some students may choose not to devote their full time to the thesis, the program expects the cumulative work for a thesis to encompass more than a year of study. For this reason, the Program expects students to engage a thesis supervisor immediately upon initiating the HSED Program and to have at least one supervisory committee meeting within 6 months of starting the Program.

	Fall 2019	Winter 2020	Spring/Summer 2020
Final Date to Identify Committee, time/date/location	October 4 th 2019	January 31 st 2020	May 29 th 2020
Final Date to Submit Masters Thesis to HSED (Prior to Defence)	November 1 st 2019	February 28 th 2020	June 26 th 2020
Final Date to Defend	December 13 th 2019	April 10 th 2020	August 7 th 2020
Final Date to File Thesis with Graduate Studies and Complete Degree Requirements	December 20 th 2019	April 17 th 2020	August 14 th 2020

Suggested Minimum Committee Meetings: Thesis Stream

- Question Refinement (prior to proposal submission). Proposal sign off may occur at this meeting.
- Method Development / Progress (Data update if appropriate)
- Data Analysis/Results Review
- Final Review - prior to defense and after all committee members have read a thesis draft – edits can be provided at this meeting prior to the defense copy being circulated.
- Thesis defense (to occur at least one month before the end of the intended term of graduation.

Please note supervisory committee forms must be completed at each meeting

Meetings with the supervisors should occur regularly in addition to these meetings

If students enrolled in the thesis program have completed all of the degree requirements (including

but not limited to their final thesis submission) and have completed all paperwork and other requirements by the September deadline in the graduate calendar, they will not be required to pay tuition or supplemental fees for September and their clear-to-graduate date will be August 31.

Your first step regarding any questions with respect to writing your thesis is to consult the School of Graduate Studies' Guide for the Preparation of Master's and Doctoral Theses. All graduate theses must conform to the style and form requirements as detailed in the Guide. Please consult the latest version of the Guide found on the SGS resources page here:

<https://graduate.mcmaster.ca/resources>.

For the thesis option, students will complete a formal written research proposal that outlines their project plan prior to commencing research and submit it for approval to their Thesis Committee within six months of entry into the program. The thesis will demonstrate integrative thinking, an understanding of the relevant literature, and involve the conduct of original research focusing on a health science education topic that is selected by the student in consultation with their thesis Supervisor. The proposal will be individualized to the student's area of interest.

THESIS PROPOSAL INSTRUCTIONS AND APPROVAL PROCESS

Once a student has identified a thesis supervisor and two internal committee members, they must complete a formal written research proposal that outlines their project prior to commencing research and submit it for approval to their Thesis Committee within 6 months of entry into the program. The student may choose to give the Thesis Proposal to their thesis supervisor for comments prior to distributing it to the remainder of the committee. Alternatively, the student may choose to distribute the proposal to all internal supervisory committee members at the same time. Please note that the external member of the committee is not involved in approving the proposal.

Once the final draft of the proposal is ready, the student distributes it to their committee. Within one month of distributing the thesis proposal, a committee meeting should be held and should be attended by the student, thesis supervisor, and committee members. This meeting serves to orient the Thesis Committee to the overall purpose of the proposed research. Each committee member is made aware of exactly what the other members of the committee expect of the student and have the opportunity to become involved in the whole process at the onset. Questions and contentious issues can be answered and resolved to everyone's satisfaction.

Also, it is a time that the committee negotiates how it will work together to assist the student during the development of the thesis. Once the committee and student accept the final proposal, all must sign the HSED Thesis Proposal form. The student must also sign a statement indicating that the thesis will not present a significant overlap with other papers written during any HSED courses. The thesis proposal is then ready to be reviewed by the HSED Program.

After obtaining approval from their Thesis Committee, along with the necessary signatures, the student will submit a HSED Thesis Proposal form to the HSED office. This approval serves to

ensure that the Student has an appropriate Thesis Supervisory Committee in terms of School of Graduate Studies status and relevant expertise as it pertains to the chosen thesis topic, as well as a feasible plan for project completion.

THESIS FORMAT

Students should note that the text of the standard graduate thesis consists of an Introduction section or chapter, followed by several well-defined sections or chapters, which contain the research methods, analysis, and results, finishing with Discussion and Conclusion sections. The List of References section (or bibliography) follows the text, and any appendices follow this.

If some of the research undertaken expressly for the degree has previously been published or prepared by the student as one or more journal articles, or parts of books, those items may be included within the thesis subject to the School of Graduate Studies' regulations.

Ensure that your thesis meets the following format guidelines:

- A standard 10-12 point font has been used
- TOP and LEFT margins should be 3.8 cm, and RIGHT and BOTTOM margins should be 2.5 cm
- Title Page
- Half-title Page
- Descriptive Note
- Abstract of 300 words or less
- All preliminary pages are numbered in lower case Roman numerals
- All pages must be numbered. The main body of the thesis, including text, bibliography and appendices, must be numbered continuously using Arabic numerals.

To meet the requirements for a Master's degree, the thesis must be submitted in electronic form prior to the defense by the student. It must be delivered to the HSED Graduate Officer prior to the defense. Students should be aware of the Sessional Dates planning the timing of their defense. Sessional Dates are found here: <http://academiccalendars.romcmaster.ca/index.php>. Students must also initiate the defense process in Mosaic. Timelines and instructions can be found here: [Student Guide to PhD Defense Process](#).

It is also the responsibility of the candidate and supervisor to propose potential dates and times for the defense to the program Graduate Officer. The HSED Graduate Officer will book a defense room and prepare the paperwork to be completed by examiners.

The defense consists of a short (~20 minutes) presentation by the student of the rationale, findings and contributions of the research. This presentation is followed by questions from all members of the Committee based on the thesis research. The examination should last no more than 2.5 hours. The defense is a public examination and audience members are welcome to observe the oral presentation and questioning. The defense details will be circulated by email and posted on the HSED website. Questions from the public audience may be allowed at the end of

the examination, time permitting.

The final evaluation for thesis-based graduate program students is the written and oral defense of a thesis before an examination committee. Both components, oral and written, have to be successfully completed. At the end of the oral defense the candidate and the audience will leave the examination room. The Committee will make separate judgments on the written thesis and the oral defense.

Your final submission will not be considered complete without the submission of the forms found at <https://graduate.mcmaster.ca/resources> to the School of Graduate Studies, Gilmour Hall Room 212, attention Thesis Coordinator. You may also have to attach a Copyright Permission Form where applicable.

After a successful defense, the Chair of the examination committee will inform the student of thesis changes required by the examiners. The Chair will initial and give the student a form entitled Final Thesis Submission Sheet indicating whether minor or major changes are required to the thesis. After all changes have been made, the student must submit the original completed forms to the program office for the Final Submission. The student will then log into MacSphere and submit their Thesis.

Note: It is the Thesis Exam Chair's responsibility to obtain signatures on both the Defense Committee Report and the Final Submission Sheet. Copies of both completed forms and final thesis are to be submitted by the Chair to the HSED office.

HOW TO SUBMIT A THESIS TO MACSPHERE:

Check the latest instructions from the School of Graduate Studies in case the instructions have changed.

- Go to MacSphere.
- On top/right corner click on Sign onto My MacSphere and log in with your MAC ID.
- Click on Start a New Submission.
- Select Collection: Open Access Dissertations and Theses, and click on NEXT to begin submitting your dissertation.
- Complete the submission screens as prompted. Once you click on I Grant The License your dissertation will be submitted to SGS for processing.
- For your e-thesis to be published via MacSphere, the final version of your thesis should be named using the following file naming convention:
FAMILYNAME_FIRSTNAME_MIDDLEINITIAL_FINALSUBMISSIONYEARMONTH_DEGREE

Financial Information

GRADUATE PROGRAM IN HEALTH SCIENCE EDUCATION PROGRAM FEES*

Full-Time** Studies:

Graduate Program in Health Science Education (Full-Time, Annual)	\$8 527.43
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Please note that if you are Full Time McMaster Faculty or Staff you are not eligible for the Full-Time option

Part-Time Studies:

Graduate Program in Health Science Education (Part-Time, Annual)	\$5 622.65
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INTERNATIONAL FEES

Full-Time Fees	\$ 21 044.43
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Part-Time Fees	\$ 10 885.40
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BURSARIES AND AWARDS

Please visit the school of Graduate Studies to access a list of internal and external awards and bursaries to assist in funding.

Subject to change annually

Please note that funding options are provided only to Full-time students

Please also note funding is not provided to McMaster clinicians working at McMaster or any McMaster affiliates

FAQs

HOW MUCH TIME DO I HAVE TO COMMIT TO THE PROGRAM EACH WEEK?

Of course, it varies from student to student. The core faculty of the HSED program agree that students should allot approximately 5-10 hours per course, per week. This includes watching lectures, completing the readings, participating in discussion forums, and working on assignments.

HOW ARE THE LECTURES SET UP ONLINE? DO WE HAVE TO LOG IN AT A SPECIFIC TIME EACH WEEK?

Most lectures are pre-recorded and uploaded at the beginning of the week. Students can watch each lecture at their leisure. Assignments are typically due at 11:59 PM of the date assigned (penalties for late assignments will apply unless prior approval is sought).

SHOULD I CHOOSE THE COURSE-BASED OR THESIS BASED STREAM?

This depends on your interests, career goals, etc. If you are focused on developing mastery to support the application of a wide base of knowledge and skills relevant to health professions education, then it may be best to pursue the course-based stream. If you are interested in conducting research in a very specific area of health science education, then taking the thesis-based stream may be a better option.

WHAT IF I'M UNABLE TO FULFILL MY PROGRAM REQUIREMENTS DUE TO EXTREME CIRCUMSTANCES?

If a student is unable to fulfill his or her requirements in the HSED program because of illness or other circumstances, please contact the HSED Graduate Officer (hsed@mcmaster.ca) immediately regarding a Leave Of Absence or requesting a withdrawal in good standing. The Director of the HSED program will then review the request. This policy is in line with Section 2.4.5 of the School of Graduate Studies' Graduate Calendar.

HOW CAN I CONTRIBUTE TO THE ANDRAGOGY OF THE PROGRAM AS A STUDENT?

It is important to the HSED program to have student representation. As such, we will have three (3) student representatives - one (1) student representative from the incoming student cohort, and two (2) student representatives from the remaining student population. Each cohort will elect their student representatives for the year at the beginning of the academic year. Student representatives are non-voting members of the Curriculum Committee.

DO I HAVE TO FIND A SUPERVISOR BEFORE I START THE PROGRAM?

Thesis students are required to have identified a Supervisor before beginning the program. This is not a requirement for Course-based students. Course-based students should have an idea of who they wish to become their scholarly paper advisor near the end of their first year of studies so that they have time to find their research interests and to carefully select the appropriate faculty member.